

KENTUCKY FAMILY AND CONSUMER SCIENCES EDUCATION



CULINARY SKILLS

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Curriculum Overview

Culinary Skills is a capstone course for students pursuing a career major in Food Service or Hospitality. It prepares students for the Skills Standards Tests in Food Production and Services and related food service components in Hospitality, Tourism, and Recreation. Culinary Skills focuses on food catering, food service entrepreneurs, and gourmet restaurants which differ from Commercial Foods that focuses on institutional food service.

Culinary Skills is a guide of referenced connections and technology integration. It is a standards-based

curriculum that reflects the state and national standards for Family and Consumer Sciences Education, national academic standards, KERA academic expectations, the Kentucky Vocational Education Program of Studies, and the SCANS competencies. SCANS (Secretary's Commission on Achieving Necessary Skills) identifies essential workplace skills as determined by the U.S. Department of Labor and the American Society of Training and Development.

The format is aligned with the teacher intern program and is organized topically

by the content and competency standards. It is *not* structured according to time segments or daily lesson plans. Suggested activities and strategies provide higher-order learning experiences according to Bloom's Taxonomy. Authentic learning experiences allow the students to become proficient in the correlating competencies and objectives. Substitute activities must address the identified competency/objective and provide an application or higher-order learning experience for the student. Community partnerships are essential for students to

make conceptual applications in authentic settings.

All resource materials required for the suggested activities are listed. Specific references are not identified, allowing teachers to utilize existing instructional materials. However, specific web sites are recommended; and teachers are encouraged to integrate technology regularly throughout this course. The Internet provides access to resources not otherwise available to all schools.

Process questions are related to each content standard and allow the students to make meaningful interpretations and reflections. Teachers are encouraged to use process questions to introduce a concept as well as for summary closings. These process questions are designed to guide students to think, reason, and reflect on content. They are structured around contextual problems to be solved and include thinking, communication, leadership, and management processes.

Assessment Examples are suggested methods for measuring student proficiencies of competency standards. It is imperative that students are assessed on the same learning level as the identified competency standards and objectives. A caution is extended to assessment instruments that are restricted to measurements of understanding and comprehension only. Scenarios, open response questions, and scoring guides are recommended for evaluating high-order thinking skills. Students should not only “know” but also be able to “do.”

Extensions provide opportunities for students to *extend* their learning into an authentic application and in a new setting. These extensions include FCCLA national programs, portfolio ideas, work-based learning, and service learning suggestions. Culminating projects are listed separately and can be used for the career major certification and/or senior projects.

ASSESSMENT EXAMPLES

Multiple Choice Questions

1. In a food service operation, the menu plays an important role. It’s the menu that determines all of the following except
 - a. the supplies to be ordered.
 - b. *the supplies to be stored.*
 - c. the workers needed and their skills.
 - d. the kitchen equipment required.
2. Placing new food items purchased on the back of the shelf and moving the old ones to the front is called
 - a. inventory.
 - b. purchase order.
 - c. *stock rotation.*
 - d. dry storage.

Scenario

10.3 Apply concepts of service to meet customer expectation.

You own and operate a gourmet restaurant. Mary Johns eats at your restaurant at least once a week, spending approximately \$20.00 on herself. She often brings her friends in to eat. Ms. Johns was eating dinner last week when her server treated her rudely. She decided not to report the problem but instead chose not to return to the restaurant.

What impact might this decision have on the profit of this restaurant? How important, in regard to profit, is keeping a repeat customer satisfied with good service in comparison to getting new customers? How might this impact the cost of advertising? Utilizing your knowledge of customer service, what could have been done to keep Ms. Johns as a customer and how can word-of-mouth advertising affect this business and its profit?

CULMINATING PROJECTS

- Design a wedding reception planner booklet. Implement a mock wedding reception.
- Design a cookbook for children.
- Plan, organize, publicize, and implement a community service project on recycling.
- You are a new entrepreneur in a restaurant business. Research information on “what it takes to start a business.” Compile information for your business in a portfolio.
- Present a Power Point presentation on nutrition targeted toward elementary students.
- Organize and implement a “Good Nutrition” campaign for your school.
- Research nutritional labeling and labeling laws. Design a variety of labels for a gourmet food product business or your school-based business.

- Investigate the different types of food contaminants. Create a checklist for your school's food lab. Present your findings to your classmates.
- Organize and teach a unit on safety and sanitation in the kitchen to homemakers.
- Organize a catered faculty luncheon. Plan the menu, design decorations, assign workers, create a work schedule, and prepare a time line for the food preparation.
- Compile information needed to help you prepare for an effective job interview. Also, assume the role of an employer preparing to conduct an interview. Develop questions to ask potential employees while conducting an interview.
- Prepare a unit on "work ethics" and present to the Family Resource Center parents.
- Plan and implement an "ethnic food fair" at your school.
- Develop a handbook for entertaining. Include a variety of theme parties, decorations, recipes, and entertainment. Suggest tips for having a successful party.
- Create a recipe collection of meals that can be prepared in 15 minutes, in 30 minutes, and in one hour. Use the principles of menu planning and the food pyramid.
- Create a gourmet dish and enter a recipe contest or submit for publication (i.e. *Southern Living*).
- Conduct middle school Power Point presentation on employment opportunities in the food industry.

CAREER PATHS IN CULINARY OCCUPATIONS

CONTENT STANDARD 8.1

Analyze career paths within the food production and food service industries.

OBJECTIVES/COMPETENCIES

- Determine the roles and functions of individuals engaged in food production and services careers.
- Explore opportunities for employment and entrepreneurial endeavors.

CONNECTIONS

- SCANS Acquires and evaluates information. (Decision Making)
- AE 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.
- LA 2 Demonstrates competence in using various information sources, including knowledge-based and technical text, to perform specific tasks.

RESOURCES/TECHNOLOGY

Career software
Computer lab Internet access
Occupational handbooks
Local food production and service employers
Local and state health department

ACTIVITIES/STRATEGIES

1. Research roles and functions of individuals engaged in food production and service careers.
2. Survey food service employers on job satisfaction and chart responses.
3. Job shadow food production and service workers.
4. Showcase food industry occupations with displays in school halls/library.
5. Research career opportunities of the food industry throughout the last ten years.
6. Create pamphlets on career opportunities in the food service industry.
7. Investigate the codes and regulations for a permit to operate a food establishment, such as a food catering business. Inquire about the labeling laws or requirements to sell a product(s)(local/state health department).
8. Prepare a written report on the educational requirements, job description, job opportunities, and salary of a food service worker (executive chef to entry level positions).
9. Plan a mock food service business, i.e. catering, tea room, deli, gourmet restaurant, and present to class. Include the following:
Create a name and design a logo; target clientele; compose an advertisement; decide on the specialty food(s) offered; research cost and needed equipment; and estimate the number of employees.

PROCESS QUESTIONS

1. Why is it important to research careers in the food industry? What values support our career decisions?
2. What are the consequences of selecting a career in the food production and food service industry?
3. How do our leadership skills affect career entrepreneur success or failure?
4. What personal factors affect our career choices and goals in this industry?

ASSESSMENT EXAMPLES

Use scoring guides to assess students' achievements in conducting research, interviews, pamphlets, and showcase displays.

Survey employers to determine students' progress in job shadowing.

Use peer assessment for oral presentations.

EXTENSIONS

Portfolio entry: Write an editorial on local entrepreneurial opportunities in the food industry.

Service learning: Serve homeless persons at a soup kitchen.

Work-based experience: Work at local restaurant or assist a home caterer.

FCCLA National Programs

STAR Events: Entrepreneurship, Interpersonal Communications,
Job Interview

Power of One: A Better You, Working on Working

Families First: Balancing Family and Career Connections

EMPLOYABILITY AND SOCIAL SKILLS

CONTENT STANDARD 1.2

Demonstrate transferable and employability skills in community and workplace settings.

OBJECTIVES/COMPETENCIES

- Demonstrate work ethics and professionalism.
- Demonstrate job seeking and job keeping skills.
- Apply communication skills in community and workplace settings.
- Demonstrate teamwork skills in community and workplace settings.

CONNECTIONS

SCANS Exercise leadership. (Responsibility)

AE 2.36 Students demonstrate skills and work habits that lead to success in future schooling and work.

- AE 2.37 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post-secondary training or to get a job.
- LA 3 Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
- LA 6 Adapts listening strategies to utilize verbal and nonverbal content of communication.

RESOURCES/TECHNOLOGY

Career software
Computer Internet access
Writing resume resource books
SCANS report
<http://www.careerbuilder.com/>
<http://www.dailyplanit.com/>
<http://www.otan.dni.us/cdlp/llo/team/frame.html>

ACTIVITIES/STRATEGIES

1. Survey local employers on work ethics and professionalism in employees.
2. Evaluate personal employability traits using <http://dailyplanit.com/workskills.html>.
3. Write a scenario regarding an ethical problem in your workplace and recommend appropriate action.
4. Develop a generic business code of ethics for co-op students in your school.
5. Explore job interviewing and resume writing guidelines using http://www.careerbuilder.com/wg_int.html.
6. Role-play interviewing for a job selected from career builder web site.
7. Design a brochure on the do's and don'ts of interviewing.
8. Evaluate personal teamwork skills using <http://www.otan.dni.us/cdlp/llo/team/frame.html>
9. Conduct electronic research on communication and teamwork skills in the workplace. Prepare a brochure for local employment agency on "Communication Cues and Teamwork Tips."
10. Compose catchy teamwork slogans for local employers.
11. Role play impromptu communication and teamwork scenarios.

PROCESS QUESTIONS

1. How can we develop employability skills that support our vision for the well-being of individuals, family, career, and community(synthesize)?
2. What communication skills are needed for a job search? Keeping a job?
3. How can role playing help demonstrate transferable employability skills?
4. How can implementing transferable employability skills impact individual goals? family goals? community goals? career goals?

ASSESSMENT EXAMPLES

Use scenarios to evaluate student applications of employability and social skills.
Use multiple choice questions to evaluate communication and teamwork competencies.

EXTENSIONS

Portfolio entry: Write a persuasive essay on “Wanted: Employability Skills.”
FCCLA National Programs
STAR Events: Job Interview, Skills for Life
Power of One: Take the Lead, Working on Working
Service learning: Interview applicants for community volunteer program.

CUSTOMER EXPECTATIONS

CONTENT STANDARD 10.3

Apply concepts of service to meet customer expectations.

CONTENT STANDARD 8.7

Demonstrate the concept of internal and external customer services.

OBJECTIVES/COMPETENCIES

- Practice service methods which exceed the expectations of customers.
- Employ strategies for resolving complaints.
- Measure the impact customer relations has on success of the hospitality, tourism, and recreation industry.
- Examine the role of service as a strategic component of performance.

CONNECTIONS

SCANS Serves clients/customers. (Responsibility)
AE 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to a different audience for different purposes.
LA 6 Adapts listening strategies to utilize verbal and nonverbal content of communication.

RESOURCES/TECHNOLOGY

Resource speaker
Computer lab Internet
[Http://www.fastcompany.com/fc/service/index.html](http://www.fastcompany.com/fc/service/index.html)

ACTIVITIES/STRATEGIES

1. Brainstorm examples of special amenities/services that exceed customer expectations as a food caterer and as a gourmet restaurant owner. Rank according to the projected impact on customer relations and according to the feasibility of implementing.
- Role play strategies for resolving customer complaints using [Http://www.fastcompany.com/fc/service/index.html](http://www.fastcompany.com/fc/service/index.html).
- Design and perform skits on server – customer conflict resolutions. Rate skits on the effectiveness of how the problem was/was not handled.
4. Create an educational board game regarding customer expectations of service.
5. Illustrate two scenarios with proposed consequences of each for the customer and for the server: A customer eating at a restaurant needs help and has an attentive server; Customer needs help and has a non-attentive server.
6. Role play ways to help customers in different situations (i.e. a parent with two small children is upset from trying to keep children quiet and occupied while waiting for their food).
7. Write a persuasive essay on the importance of positive first impressions in the food service industry.
8. Distinguish between effective and ineffective customer services in a food service business using 12-point guidelines in *Customer Service Handbook*. ([Http://www.fastcompany.com/fc/service/index.html](http://www.fastcompany.com/fc/service/index.html))
10. Debate the following with classmates. “If the food is good it doesn’t matter about the service.” Justify your reasons.
11. Design a customer service comment card for local food service business.
12. Develop a policies and procedures manual for a food service business that includes plans for tracking customer services and satisfactions.
13. Develop criteria for evaluating how customer service is affected by front-of-the-house employees, such as servers, host, and bus people versus back-of-the-house employees, such as chefs, cooks, and dishwashers. Assess the importance of each position and the consequences (positive and negative) of employee interactions.

PROCESS QUESTIONS

1. What are the consequences (positive and negative) for individuals and industries regarding customer expectations and services?
2. What insights do we have when we critique the impact customer relations has on hospitality, tourism, and recreation?
3. What are the goals for evaluating customer satisfaction?
4. What criteria should be used to decide what to do when dealing with internal and external customer relations?

ASSESSMENT EXAMPLES

Use multiple choice questions and scenarios to measure applications of customer service.

Use scoring guides to evaluate strategies for resolving complaints.

EXTENSIONS

FCCLA National Programs

Power of One: Working on Working

STAR Events: Illustrated Talk, Skills for Life

Service learning: Train a 4-H club or a scouting group to serve guests for a community/charity banquet.

CUSTOMER RELATIONS: SPECIAL POPULATIONS AND SENSITIVITY TO DIVERSITY

CONTENT STANDARD 10.3

Apply concepts of service to meet customer expectations.

CONTENT STANDARD 8.7

Demonstrate the concept of internal and external customer service.

OBJECTIVES/COMPETENCIES

- Measure the impact customer relations has on the needs of special populations.
- Demonstrate sensitivity to diversity and individuals with special needs.

CONNECTIONS

- SCANS Serves clients/customers. (Responsibility)
- AE 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- LA 6 Adapts listening strategies to utilize verbal and nonverbal content of communication.
- MA 229 Solves problems and generates conclusions using deductive reasoning.

RESOURCES/TECHNOLOGY

Computer lab Internet services
References on food customs
<http://janweb.icdi.wvu.edu/kinder/overview.htm>

ACTIVITIES/STRATEGIES

1. Research Title III regulations of the American Disabilities Act for food service establishments (Use suggested on-line site or written text).
2. Create a plan of action for a food service business that will accommodate needs of special populations.
3. Write scenarios for resolving potential problems in serving customers with special needs.
4. Evaluate local restaurant accommodations for persons with disabilities and submit an editorial to local newspaper on findings.
5. Prepare and interpret a bulletin board display on food customs.
6. Plan recipe substitutions to address culture sensitivity or special diets.
7. Analyze menus for sensitivity to diversity.

PROCESS QUESTIONS

1. What are present standards in service work roles as they apply to customer expectations?

2. What are the consequences of applying strategies both positive and negative for resolving complaints?
3. What are our goals for evaluating customer satisfactions?
4. What is the value of a special population customer service plan?

ASSESSMENT EXAMPLES

Use multiple choice questions to evaluate applications of sensitivity to diversity in customer service.

Use scoring guide to measure student proficiencies in accommodating individuals with special needs.

EXTENSIONS

FCCLA National Programs

Career Connections: ACCESS SKILLS for Career Success

Power of One: Working on Working

STAR Events: Illustrated Talk, Skills for Life

FOOD SAFETY AND SANITATION PRACTICES

CONTENT STANDARD 8.2

Demonstrate food safety and sanitation procedures.

OBJECTIVES/COMPETENCIES

- Use knowledge of systems for documenting, investigating, and reporting food-borne illness.

- Demonstrate waste disposal and recycling methods.
- Practice good personal hygiene/health procedures, and report symptoms of illness.

CONNECTIONS

SCANS	Organizes and maintains information. (Understands systems, responsibility, self-management)
A.E. 1.1	Uses reference tools such as dictionaries, almanacs, encyclopedias, and computer references programs and research tools such as interviews and surveys to find information needed to meet demands, explore interests, or solve specific problems.
A.E. 1.12	Makes sense of the variety of materials read.
LA 3	Demonstrates competence in writing and editing documents, using correct grammar, and punctuation.
LA 4	Demonstrates competence in speaking to provide, distribute, and find information.
MA 130	Uses inductive and deductive reasoning to solve problems.
SC 5	Understands the interaction of organisms with their environment.

RESOURCES/TECHNOLOGY

Local health department resource person
Waste management facility
Computer lab Internet services

ACTIVITIES/STRATEGIES

1. Research state laws that are designed to help preserve the environment for future generations.
 2. Investigate local waste management facility to determine types of recycling programs available to local food service establishments.
 3. Survey food service establishments for waste reduction/recycling practices. (i.e. Dominos redesigned its pizza box from a square to an octagon to reduce cardboard use by 10 percent.)
 4. Develop and implement a recycling program for your school food lab.
- Question a local health department inspector about the process of documenting, investigating, and reporting food borne illnesses.
- Illustrate procedures for documenting, investigating, and reporting food borne illnesses and post in foods lab.
- Design a brochure on good hygiene/health practices for food service trainee packets.
- Conduct skits on acceptable/non-acceptable hygiene procedures for life skills

classes.

PROCESS QUESTIONS

1. What choices should we advocate for individuals, families, and society when evaluating food safety and sanitation procedures in order to meet health and safety procedures?
 2. How can we ensure that procedures are clearly understood by everyone involved in food safety and sanitation?
- What actions should we take to guarantee food safety and sanitation procedures are followed according to required guidelines?
4. What criteria are needed to develop a plan for following food safety and sanitation procedures?

ASSESSMENT EXAMPLES

Use open response questions to measure applications of reporting food borne illnesses.

Use scenarios to evaluate proficiency skills in waste disposal and recycling.

Use multiple choice questions to determine mastery of good hygiene/health procedures.

EXTENSIONS

Portfolio entry: Write a critique of local food services establishments waste reduction practices and submit to local newspaper.

FCCLA National Programs

Community Service: Sponsor a recycling campaign.

STAR Events: Applied Technology, Food Service,
Illustrated Talk

Student Body: Design a game show on “Healthy Hygiene Habits.”

Service learning: Develop a waste reduction plan for school cafeteria.

Work-based experience: Job shadow a health department restaurant inspector.

FOOD SAFETY AND SANITATION REGULATIONS

Content Standard 8.2

Demonstrate food safety and sanitation procedures.

OBJECTIVES/COMPETENCIES

Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.

Use the Hazard Analysis Critical Control Point (HACCP) principles and procedures during food handling processes.

CONNECTIONS

SCANS	Acquires and evaluates information. (Problem Solving and Reasoning)
AE 2.6	Demonstrate safe work habits required by the field.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific task.
MA 130	Uses inductive and deductive reasoning to solve problems.
SC 041	Applies and uses laboratory techniques safely.

RESOURCES/TECHNOLOGY

Computer lab Internet services
Local health department resource person
Food references
Federal government agencies
Local restaurant owner/manager

ACTIVITIES/STRATEGIES

1. Develop a safety inspection document for food lab area.
2. Create posters to promote awareness of agencies involving food safety.
3. Design a brochure that shows good sanitation and safety practices.
4. Discuss food safety practices with a food service worker.
5. Research, and present a Power Point presentation to class on “Hazard Analysis Critical Control Point (HACCP),” “Occupational Safety and Health Administration (OSHA)” or “Food and Drug Administration (FDA).”
6. Conduct a contamination experiment using sterile agar plates and contaminants, such as, a strand of hair, a cough, or fingerprints. Incubate for a few days, record results and assess how these results may affect safety and sanitation in the classroom and in the food industry.

PROCESS QUESTIONS

1. What choices should we advocate for individuals, families, and society when evaluating food safety and sanitation procedures in order to meet health and safety procedures?
2. What organizations are responsible for regulating food safety and sanitation procedures?
3. What actions should we take to guarantee food safety and sanitation procedures are followed according to required guidelines?
4. What criteria are needed to develop a plan for following food safety and sanitation procedures?

ASSESSMENT EXAMPLES

Use multiple choice questions to measure OSHA, MSDS, and HACCP applications in the food service industry.
Use scoring guides to evaluate student projects.

EXTENSIONS

Portfolio entry: Write a poem about OSHA, HACCP, and MSDS.
FCCLA National Programs

STAR Events: Applied Technology, Food Service, Illustrated Talk
Student Body: Make a video on food safety procedures for food classes.

SAFETY OPERATIONS WITH TOOLS AND EQUIPMENT

CONTENT STANDARD 8.3

Demonstrate selecting, using, and maintaining food production equipment.

OBJECTIVES/COMPETENCIES

- Operate tools and equipment following safety procedures and OSHA requirements.
- Demonstrates procedures for cleaning and sanitizing equipment.
- Maintain tools and equipment following safety procedures and OSHA requirements.

CONNECTIONS

SCANS	Participates as a member of a team. (Responsibility)
AE 2.30	Identify and analyze systems and the ways their components work together or affect each other.
AE 2.10	Perform appropriate maintenance procedures.
LA 035	Follows written and oral directions to complete tasks.
SC 041	Applies and uses laboratory techniques safely.

RESOURCES/TECHNOLOGY

Computer lab Internet services

School food service kitchen and workers

Assortment of lab tools and equipment

Web site: www.osha-slc.gov/Publications/MSDS/msdsform.html

Web site: www.osha-slc.gov/Publications/OSHA3021/OSHA3021.HTML#Standards

Use and care manuals

ACTIVITIES/STRATEGIES

1. Create posters identifying proper procedures for using, cleaning and sanitizing equipment.

- Investigate (in teams of four) OSHA regulations for equipment safety procedures using text references, electronic research, and interviews.
- Demonstrate safety techniques for equipment use, proper cleaning, and sanitizing using assorted food production equipment and tools.
4. Analyze equipment demonstrations during tour of school food service kitchen.
 5. Experiment with different tools and equipment for preparing the same food item and evaluate the results.
 6. Plan a menu and recommend the proper tools and equipment needed to prepare all recipes.
 7. Propose the implications of a gourmet restaurant not using proper cleaning and sanitizing procedures for their tools and equipment in a written mystery drama.

PROCESS QUESTIONS

1. What type of equipment is needed for efficient, safe, and economical food production?
2. Why is it important to follow safety procedures and requirements when selecting and using food production equipment?
3. What criteria should be developed for cleaning and sanitizing food production equipment?
4. What is the impact of equipment selection on food production? economical impact? environmental impact?

ASSESSMENT EXAMPLES

- Use scorecards to measure competencies in tools/equipment operations.
- Use open response questions to evaluate applications of tools/equipment maintenance.
- Use scenarios to measure proficiency in cleaning and sanitizing equipment.

EXTENSIONS

- Portfolio entry: Write a use and care manual for food service tools and equipment.
- Work-based experience: Job shadow an equipment repair person.
- FCCLA National Programs
- Leaders at Work in Food Service
 - STAR Events: Applied Technology
 - Entrepreneurship: Food Service

PURCHASING AND STORING EQUIPMENT

CONTENT STANDARD 8.3

Demonstrate selecting, using, and maintaining food production equipment.

OBJECTIVES/COMPETENCIES

- Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
- Demonstrate procedures for storage of equipment and tools.

CONNECTIONS

SCANS	Acquires and evaluates information. (Critical Thinking, Decision Making)
AE 5.1	Use critical thinking skills such as analyzing, prioritizing, categorizing, evaluation, and comparing to solve a variety of problems in real-life situations.
AE 5.4	Students use a decision-making process to make informed decisions among options.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
SC 273	Describes and explains heat conduction/convection, insulation requirements, radiant heating, temperature, and converts Fahrenheit to centigrade and vice versa.

RESOURCES/TECHNOLOGY

Computer lab Internet services
Food equipment and tools references
Food equipment sales representative
School food service resource person
Food service equipment company
Food service regulation guide (health department)
<http://www.commercial-equipment.com/westernmarketingagents/manufact.htm>
<http://www.cooking.com>
www.GourmetCutlery.com

ACTIVITIES/STRATEGIES

1. Investigate the various types of materials from which tools and equipment are made. Chart evaluating the advantages and disadvantages of each.
2. Compare various prices and features of equipment using catalogues, internet, and/or visit a food service equipment company.

3. Conduct an experiment to determine the ability of different materials in equipment to conduct or transfer heat.
4. Research electronically and interpret the National Sanitation Foundation (NSF) standards for design, construction, and installation of kitchen tools and equipment. Compile a report for local food service entrepreneur.
5. Create a brochure on the proper storage of equipment as set forth by the state health department.
6. Investigate the kinds of tests appliances must pass to meet safety standards. Summarize your finding in a written report.
7. Develop a specifications (spec) sheet for equipment needs in your foods lab.
8. Examine energy guide labels on major equipment for consumer information.

Compare labels on equipment of similar style and size. Choose equipment for
an assumed food service business based on energy usage.

PROCESS QUESTIONS

1. What information is needed for the selection of food service equipment?
2. Why is it important to follow safety procedures, and requirements when selecting and using food production equipment?
3. What skills do we need to select, use, and maintain food production tools and equipment?
4. What reliable resources are needed for selecting efficient, safe, and economical equipment?

ASSESSMENT EXAMPLES

Use scoring guides to assess students' achievements in operating tools and equipment.

Use scenarios to measure proficiency in tools/equipment maintenance.

EXTENSIONS

Work-based experience: Clerk at a food service equipment company
Job shadow school food service workers during summer
and/or equipment maintenance periods.

Service learning: Assist FACS teacher in selecting classroom equipment.

FCCLA National Programs

STAR Event: Product comparison

COST ANALYSIS

CONTENT STANDARD 8.6

Demonstrate implementation of food service management functions.

OBJECTIVES/COMPETENCIES

- Apply principles of purchasing and receiving in food service operations.
- Practice inventory procedures including first in/first out concept, data markings, and specific record keeping.

CONNECTIONS

- SCANS Organizes and maintains information. (Decision Making, Problem Solving)
- AE 2.8 Demonstrate knowledge of cost analysis and its relationship to profit.
- SC 042 Applies and uses maps, charts, tables and graphs to complete tasks.

RESOURCES/TECHNOLOGY

Computer Internet services
Food service manager to shadow

ACTIVITIES/STRATEGIES

1. Shadow a food service manager to observe cost control operations.
2. Create an inventory document and use it for a weekly inventory supplies list.
3. Complete a purchase order for a planned menu.
4. Plan a menu, calculate food cost, and price menu items as if you were a restaurant manager.
5. Analyze information collected during an interview with a food service manager on ways to cut down on loss and waste.

PROCESS QUESTIONS

1. What is the value of food service management functions?
2. Why is it important to communicate food service management functions?
3. How would we work collaboratively with others to achieve food service management functions?

What steps should be taken to implement food service management functions?

ASSESSMENT EXAMPLES

Develop a scoring guide for assessing food service management functions.
Use a scoreboard to evaluate purchase order for planned menu.

EXTENSIONS

Portfolio entry: Write inventory procedure guidelines
FCCLA National Program
STAR Events: Entrepreneurship
Leaders at Work in Food Service
Service learning: Plan nursing home snacks for a week, using a predetermined inventory list.
Work-based experience: Serve as an accountant in a school-based enterprise.
Work in the purchasing department of a deli.
Manage food inventory for local restaurant.

SELECTION AND STORAGE OF NUTRITIONAL FOODS

CONTENT STANDARD 14.3

Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

OBJECTIVES/COMPETENCIES

- Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

CONNECTIONS

SCANS	Participates as a member of a team. (Creative Thinking, Problem Solving)
AE 2.10	Understand measurement concepts and use them appropriately and accurately.
AE 5.2	Use creative thinking skills to develop or invent novel, constructive ideas or products.
AE 6.3	Expand understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

- | | |
|------|---|
| LA 2 | Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks. |
| M | Adds, subtracts, divides, multiplies whole and mixed numbers, fractions, and decimals. |
| SC 1 | Uses common laboratory equipment and procedures. |

RESOURCES/TECHNOLOGY

Computer lab Internet services
 Food references
 Retail food manager resource speaker
 Assortment of apples, meats, and comparative food products for lab experiments
 Foods lab
 Field trip to local retail food center
www.Peapod.com
www.groceryshopping.net

ACTIVITIES/STRATEGIES

1. Investigate the availability of on-line grocery shopping services in your area.
2. Compare the quality of a food product prepared in lab using fresh, frozen, canned, and dehydrated ingredients in a recipe. Evaluate taste and appearance. Use the same recipe as the constant and the same ingredient in a different form as the variable. Evaluate and record results.
3. Experiment in foods lab substituting less tender for tender cuts of meats. Evaluate and document your results.
4. Calculate the unit price per ounce for a variety of food items.
5. Create a chart identifying restaurant and retail cuts of meat and appropriate purchasing specifications.
6. Examine a variety of apples to determine which variety is best suited for cooking, eating out of hand, and baking.
7. Design a booklet on the selection, purchase, and storage of various meats, poultry, fish, vegetables, and fruits.
8. Prepare questions for a retail food store manager on the selection, purchase and availability of food items in your area. Analyze responses.
9. Create a map of local food store and organize shopping list accordingly.

PROCESS QUESTIONS

1. What personal factors will affect our decisions in preparing and serving food?
2. What might be the impact of food handling and preparation on the individual? family? What future actions could be recommended?
3. What should be done to inspire a clear vision of the importance of preparing and serving foods to meet nutritional needs of individuals?
4. What resources are needed to prepare nutritious and aesthetically pleasing foods?

ASSESSMENT EXAMPLES

Use lab-scoring guide for product evaluation.

Use scenarios to evaluate proficiency in selecting and storing foods.

EXTENSIONS

Portfolio entry: Write guidelines for online grocery shopping.

FCCLA National Programs

Power of One: A Better You

Community service: Assist persons with disabilities in grocery shopping

STAR Events: Illustrated Talk on “Selection Nutritional Food”

Work based learning: Work in fresh produce department of grocery store.

Service learning: Do weekly grocery shopping for elderly persons.

CONSIDERATIONS IN PREPARATION AND SERVICE OF NUTRITIONAL FOODS

CONTENT STANDARD 14.3

Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

OBJECTIVES/COMPETENCIES

- Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

CONNECTIONS

SCANS	Interprets and communicates information. (Decision Making)
AE 1.1	Students make sense of variety of materials they read.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.

RESOURCES/TECHNOLOGY

Food guide pyramid
Computer lab Internet services
Local fast food restaurant menu
Dietitian - resource speaker
Dietary Guidelines for Americans
Foods lab
Food chart on nutritive values
www.nal.usda.gov/fnic/dga
<http://www.ring.com/health/food/food.htm>

ACTIVITIES/STRATEGIES

1. Role-play a key nutrient and persuade the audience of your importance in bodily functions. Support your information with research.
2. Debate the following topic with classmates; “ It is better to get nutrients from food than from supplements.”
3. Design a game to review the functions and sources of nutrients and minerals.

4. Create a bulletin board titled "Benefits of Healthy Choices." Justify all information used.
5. Design a pamphlet with illustrations of the Dietary Guidelines for Americans.
6. Conduct food demonstrations (three member teams) on sodium reduced diet recipes. Collect recipes used and compile a booklet for distribution at the Family Resource Center.
7. Prepare questions and analyze responses from dietitian/guest speaker about the importance of healthy diet and eating disorders.
8. Develop a week of meal plans for one of the following groups: elderly, teens, athletes, vegetarians, diabetics, prenatal. Use the Food Pyramid Guide to justify your menu.
9. Investigate the effect of various cooking methods on the appearance and taste of foods from food lab experiments i.e., cooking broccoli in boiling water, a microwave, and steaming. Document conclusions.
10. Design a children's coloring book on healthy eating habits.
11. Question school cafeteria manager regarding guidelines used to prepare school lunches. Evaluate a monthly school lunch menu using the Food Guide Pyramid.
12. Critique a fast food restaurant menu on fat content of the foods. Use the Nutritive Value of Foods chart to calculate fat content.

PROCESS QUESTIONS

1. What might the consequences on the well-being of individuals, families, and societies be when foods are not prepared and served to meet nutritional needs?
2. What do we do about planning, preparing, and serving foods that meet the nutritional needs of families and individuals across the life span?
3. What should be done to inspire a clear vision of the importance of preparing and serving foods to meet nutritional needs of individuals
4. What resources are available that might help us prepare and serve food to meet nutritional needs of individuals and families?

ASSESSMENT EXAMPLES

Use class discussion and multiple choice questions to assess application of dietary planning.

Use lab evaluation scoring guide to measure proficiency in preparing special diets.

EXTENSIONS

Work-based experiences: Work as a cooking assistant for a personal care center.

Job shadow a dietitian.

Service learning: Create nutritious snack menus for a daycare.

FCCLA National Program

STAR Events: Illustrated Talk on “Special Diets”
Community Service: Conduct nutrition project for special needs children.
Power of One: A Better You

GOURMET FOODS AND ETHNIC CUISINE

CONTENT STANDARD 8.5

Demonstrate commercial preparation for all menu categories to produce a variety of food products.

CONTENT STANDARD 10.5

Demonstrate practices and skills for travel related services.

OBJECTIVES/COMPETENCIES

- Create gourmet dishes using culinary herbs and spices.
- **Prepare various stocks, soups, and sauces.**
- Inspect food, beverage, and etiquette for various regions and countries.

CONNECTIONS

SCANS	Interprets and communicates. (Creative thinking)
AE 6.3	Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
MA 7	Understands and applies advanced methods of measurement.
SC 041	Applies and uses laboratory techniques safely.

RESOURCES/TECHNOLOGY

Computer lab Internet access
 Resource books on herbs and spices
 Cookbooks
 Web site: www.foodtv.com/video/vd-g1/0,2115,,00.html
 Resource speaker

ACTIVITIES/STRATEGIES

1. Experiment preparing food products using various spices and culinary herbs. Test the following: adding the proper amount (to much, to little), dried versus fresh, preparing same food product using different herbs or spices one at a time taste testing the results. Create questions to understand, such as “Did the herb or spice enhance or overpower the product? When is the best time to add herbs and spices: before, during, or after cooking? Does it matter?” Create a lab report and record your findings.
2. Create a bulletin board displaying herbs and spices and ways they can be incorporated into foods.
3. Design a chart depicting the variety, written description, uses/affinities of culinary herbs. Draw pictures to illustrate each herb.
4. Compare food products with and without herbs. One group prepares recipe as given; another group creates a gourmet dish by adding herbs and spices to same recipe.
5. Compare the techniques for preparing different kinds of soup (clear soups, thick soups, special soups, cold soups).
6. Prepare a pale roux and use it to thicken a broth. Next prepare a roux that is darker in color use it to thicken another broth. Evaluate the taste and color differences.
7. Examine recipes for different types of stocks and chart their ingredients.

- Select and prepare a recipe using stock.
8. Evaluate soup recipes, choose a soup recipe that would be appropriate to use as an appetizer and one that would be appropriate as the main entree. Justify why you chose each recipe.
 9. Create a game using terms needed in preparation of soups, sauces, and stocks. Compile a set of questions for a panel discussion on food customs and etiquette with representatives of different ethnic backgrounds.
 11. Create bulletin boards to illustrate cultural diversity.
 12. Choose a holiday to which a food custom is related. Prepare the food item for classmates to sample.

PROCESS QUESTIONS

1. What factors will affect our decisions about food product preparation?
2. What are the consequences of preparing foods using a variety of methods?
3. What are the consequences (positive and negative) of food preparation choices?
4. What criteria should be used in determining food preparation processes?

ASSESSMENT EXAMPLES

Use scoring guides to determine proficiency in food preparation methods.
Use scenarios to evaluate applications of content.

EXTENSIONS

Portfolio entry: Write a persuasive essay on the benefits of using herbs and spices.

FCCLAA National Program

STAR Events: Food Service

Illustrated Talk on use of herbs and spices

Service learning: Prepare soup for homeless shelter.

FOOD PREPARATION FOR SPECIAL OCCASIONS

CONTENT STANDARD 8.5

Demonstrate commercial preparation for all menu categories to produce a variety of food products.

OBJECTIVES/COMPETENCIES

Prepare sandwiches, canapés, and appetizers.
Prepare baked goods and desserts.

CONNECTIONS

SCANS	Serves clients/customer. (Responsibility)
AE 2.10	Students understand measurement concepts and use them appropriately and accurately.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
MA 6	Understands and applies basic methods of measurement.
SC 041	Applies and uses laboratory techniques safely.

RESOURCES/TECHNOLOGY

Videos on food preparation

www.foodtv.com/video/vd-g1/0,2115,,00.html

Computer lab Internet services

Resource speaker - chef

Cookbooks

ACTIVITIES/ STRATEGIES

1. Create an hors d'oeuvre menu for a party. Include five hot and five cold items and justify your selections.
2. Prepare a variety of sandwich fillings for a taste-testing event. Compile a class list of different fillings.
3. Experiment with a variety of breads, using different cutters to create shapes appropriate for specific events.
4. Prepare and present hors d' oeuvres, party sandwiches, or appetizers for a competition lab.
5. Plan a menu of hot and cold appetizers. Prepare and serve to faculty members during their planning times.
6. Demonstrate preparation and presentation of canapés to classmates.
7. Design a pamphlet on the guidelines for preparing appetizers, hors d' oeuvres, and sandwich fillings.
8. Prepare cakes with and without commercial mixes. Compare the taste, texture, cost, equipment needed, and preparation time.
9. Prepare a double crust pie using a recipe, a prepared crust, and a mix. Determine which crust would best be for your bakery and justify your answer.
10. Evaluate the effects various fats have on the quality of piecrust.
11. Differentiate chemical, organic, and physical leavening agents and explain the way that each works.
12. Examine a demonstration on various cake decorating techniques.
13. Decorate cakes for a class contest or other competitive event.
14. Prepare a presentation of desserts using sauces.
15. Set up a dessert fair presentation displaying a variety of desserts from cookies to elaborate desserts and baked goods. Invite board members to taste test.
16. Analyze a presentation from a pastry chef.

PROCESS QUESTIONS

1. What actions can we create that meet our goals and standards in preparing food products?
2. What criteria can be used to help decide what food preparation techniques is best when preparing food products?
3. What are the consequences (positive and negative) of food preparation choices?
4. What criteria should be used in determining food preparation processes?

ASSESSMENT EXAMPLES

Use scoring cards to evaluate competencies in commercial preparation of sandwiches, canapés, appetizers, baked goods and desserts.

EXTENSIONS

FCCLA National Program

STAR Events: Food Service

Work- based learning: Work in a bakery.

Shadow a pastry chef.

Help cater a wedding or other event.

Cater a children's birthday party.

Service learning: Serve in a school hospitality room during tournaments.

Prepare decorated birthday cakes for assisted-living residents.

AESTHETIC PRESENTATION TECHNIQUES

CONTENT STANDARD 8.5

Demonstrate commercial preparation for all menu categories to produce a variety of food products.

OBJECTIVES/COMPETENCIES

- Apply basic skills in food and catering services.
- Demonstrate food presentation techniques.

CONNECTIONS

SCANS	Acquire and evaluates information. (Creative Thinking, Decision Making)
AE 5.2	Students use creative thinking skills to develop or invent novel, constructive ideas or products.
AE 6.3	Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
LA 2	Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks.
MA 6	Understands and applies basic methods of measurements.
SC 041	Applies and uses laboratory techniques safely.

RESOURCES/TECHNOLOGY

Garnishing videos/books
Sullivan College or Pennsylvania Culinary Institute Resource Speaker
Resource speaker - florist employee
Computer lab Internet services
Assortment of floral items for table arrangements
Table coverings and decorating supplies

Fruits and vegetables for garnishing

Assortment of herbs, spices, etc. for plate garnishing

ACTIVITIES/STRATEGIES

1. Research information on the definition and the importance of plating, food presentation, and garnishing.

2. Demonstrate various techniques for garnishing plates (herbs, spices and other garnishes, baked hippen masse dough, plate dusting, glazes, and sauces)
3. Experiment plating food by using color, texture, shape, and arrangement to create a well-balanced plate composition.
4. Create a display of garnishes from a selection of fruits and vegetables.
5. Analyze a demonstration on floral arrangements for table setting.
6. Plan and create various table decorations for theme parties or banquets.
7. Create a bulletin board illustration on ways to serve formal and informal meals.
8. Demonstrate appropriate table settings and coverings for assigned menus.
9. Inspect an ice carving demonstration on ice carving.

PROCESS QUESTIONS

1. What actions can we create that meet our goals and standards in preparing food products?
2. What are the consequences of preparing foods using a variety of methods?
3. What are the consequences (positive and negative) of food preparation choices?
4. What criteria should be used in determining food preparation processes?

ASSESSMENT EXAMPLES

Use written scenarios to measure proficiency of food presentation skills.
Use scoring guides to evaluate applications of food catering services and garnishing techniques.

EXTENSIONS

FCCLA National Programs

STAR Events: Culinary Skills

Work based learning: Shadow a chef for a day.

Decorate box lunches for a caterer.

Service learning: Decorate tables for a hospital cafeteria during a special holiday.

GARNISHES, GLAZES, AND PLATE PRESENTATION

CONTENT STANDARD 8.5

Demonstrate commercial preparation for all menu categories to produce a variety of food products.

OBJECTIVES/COMPETENCIES

Prepare garnishes appropriate for food products prepared.

CONNECTIONS

- | | |
|--------|---|
| SCANS | Acquires and evaluates information. (Creative Thinking) |
| AE 5.2 | Students use creative thinking skills to develop or invent novel, constructive ideas or products. |
| LA 2 | Demonstrates competence in using various information sources, including knowledge-based and technical texts, to perform specific tasks. |
| MA 6 | Understands and applies basic methods of measurements. |
| SC 041 | Applies and uses laboratory techniques safely. |

RESOURCE/TECHNOLOGY

Computer lab Internet services
Garnishing videos and books
Sullivan College or Pennsylvania Culinary Institute resource speaker for demonstration on “Garnishing and Plate Presentation”
www.t-three.com/picacook/

ACTIVITIES/STRATEGIES

1. Assemble an assortment of tools needed in creating garnishes, i.e. knives, peelers, spoons, cutters, and specialty tools. Practice creating garnishes.
2. Develop a handbook of garnishes appropriate for various food products and illustrate how different garnishes accent certain foods more appropriately.
3. Research the types of edible flowers that can be used as garnishes.
4. Analyze a demonstration on food plating presentation techniques using garnishes, glazes, and sauces.
5. Experiment with various sauces to develop creativity in plate presentations, i.e. purees, sour cream, white sauces, fruit sauces, oils, etc.
6. Prepare garnishes using food items, such as, fruiting vegetables, root vegetables, mushrooms, stone fruit (apples and pears), tropical and citrus fruits, herbs and flowers, lettuce, butter, eggs, and cheeses.

PROCESS QUESTIONS

1. What actions can we create that meet our goals and standards in preparing food products?
2. What criteria can be used to help decide what food preparation techniques is best when preparing food products?
3. How do we communicate these skills to others effectively?
4. What criteria should be used in determining food preparation processes?

ASSESSMENT EXAMPLES

Use scoring guides to measure plate presentation and garnishing skills.

EXTENSIONS

FCCLA National Programs

STAR Events: Food Service

Service learning: Prepare garnishes for hospital trays.

Work-based experience: Prepare garnishes for a caterer.

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CULINARY SKILLS
as specified in the
Program of Studies

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